

Programme 95.†

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(January to March, 1923.  
May to July, 1923, in the Dominions.)

# Parents' National Educational Union. The Parents' Union School.

(Address: HOUSE OF EDUCATION, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET).

## FORM I. (A and B)

PUPILS' NAMES.....

### Bible Lessons.

In all cases the Bible text must be read and narrated without interruption.

A & B For Bible passages see *Sunday School Lessons*, by Dr. Paterson Smyth (A.P.C.K., Vol. III., P.N.E.U. Office, 1/6): (a) *Joshua and Judges*, Part I., Lessons 9, 10; Part II., Lessons 1-6. (b) *St. Mark's Gospel*, Lessons 9-16. In teaching, read the Bible passages once and get the children to narrate; read the Lesson (Paterson Smyth) to bring the passages home to the children, adding comments if necessary. Children might use *Bible Atlas* (S.P.C.K., 1/3). *The Children's Book of Prayers*, by S. B. Macy (Longmans, 9d.).

Sunday reading (optional):

- A *A Book of Golden Deeds*, by Charlotte Yonge (Macmillan, 2/-), pp. 300-372. *The King of the Snakes*, by Mrs. Baskerville, (S.P.C.K., 2/-).
- B Mrs. Gatty's *Parables from Nature* (Dent, 2/-), or, *The Child's Book of Saints* (Dent, 2/-), may be used.
- A & B *Sidelights on the Bible*, by Mrs. Brightwen (R.T.S., 3/-). *The Wonderful Prayer*, by G. Hollis (S.P.C.K., 2/6). *The Winchester Hymn Supplement* (Warren, Tunes 6d., Words 4d.)

### Writing.

- A *A New Handwriting*,\* by M. M. Bridges (P.N.E.U. Office, 5d. each card; instructions 6d.): card 2, lines 1 and 2; card 3, line 5. Two letters to be mastered each lesson. Teacher study instructions. Transcribe from reading books, and write words and short sentences from dictation.
- B *A "New Handwriting"*, card 3, line 5; card 5, lines 1 and 2; one letter to be mastered each lesson, teacher study instructions. To be able to write, and print, letters and words from dictation as well as from copy (see *Home Education*, page 234).

BEGINNERS.—Right-hand half of card 4 of *The "New Handwriting"*.

† The 95th term of work set since the Parents' Union School began.



**Tales.**

- A *Pilgrim's Progress*\* (R.T.S., 9d., or, better 2/6), Part II., from "Matthew marries Mercy" to the end. *Tales of Troy and Greece*,\* by Andrew Lang (Longmans, 4/-), pp. 1-44.
- B Three Fairy Tales. Andersen's *Fairy Tales* or Grimm's *Fairy Tales* (both, Oxford Press, 1/6, or Dent, 2/-), may be used. Three fables, *Æsop's Fables* (Murray, 2/6).

**English History.**

- A *Our Island Story*,\* by E. H. Marshall (Jack, 10/6), pp. 141-192. Mrs. Frewen Lord's *Tales from Canterbury*\* (Sampson Low, 1/6), pp. 73-121.
- B *Our Island Story*, pp. 1-44.

**Geography.**

- A *Ambleside Geography Book*, Book I.\* (2/6), pp. 55-66, Book II.\* (3/-), pp. 63-96: six map questions before reading letterpress, then reading and narration; no additional matter should be introduced. Philip's *Atlas of Comparative Geography*\* (3/6). Children to be able to tell about six places father and mother have visited. Pace distances on each of 4 roads for 2, 4, 5, 6 minutes, and say in each case in which direction you walk. Suitable tests under "Guiding," or, P.U.S. *Scouting* (see *Parents' Review*, June, 1920).
- B *Ambleside Geography Book*, Book I., pages 12-25. *How the World Travels*, by A. Methley (Gardner Darton, 2/-), pp. 41-88. Make in tray of sand (or see June P.R., 1922), valleys, rivers, hills, villages.

**Natural History** (including work for the holidays).

- A & B Keep a Nature Note-Book (P.N.E.U. Office, 6d., and see *Home Education*). Find and describe (a) six twigs of trees; watch, if possible, and describe (b) ten birds, (c) five other animals. [*Countryside Rambles*, by W. S. Furneaux (Philip, 2/6), may be used for special studies, January to March, and for reference]. See also "Guiding" Tests in Nature Lore.
- A *Trees and Shrubs*,\* by Mrs. Fisher ("Eyes and No Eyes Series," Cassell, 1/3), pp. 1-38. *Tommy Smith's Other Animals*,\* by E. Selous (Methuen, 2/9), pp. 1-64.
- B *Wild Life in Wood and Field*, by Mrs. Fisher ("Eyes and No Eyes Series," Cassell, 1/-). *Tommy Smith at the Zoo*, pp. 111-183 (Methuen, 2/9).

**Picture Study** (see *Home Education* for directions).

- A & B Study reproductions of six pictures by Raphael\* (P.N.E.U. Office, 2/- the set): teacher see notes in the January No., 1923, of the *Parents' Review*.

**Sums.**

- Teachers should use *The Teaching of Mathematics to Young Children*, by I. Stephens (P.N.E.U. Office, 6d.).
- A Pendlebury's *New Concrete Arithmetic* (Bell), Year II.,\* (5d.), Term II., or, *A New Junior Arithmetic*, by Bompas Smith (Methuen, 4/-), pp. 1-7, 60, 61, taking different examples. Tables up to twelve times twelve (five minutes' exercise in every lesson). Tables to be

worked out in money thus:  $9 \times 7 = 63$ . 63 pence = 5s. 3d.

- B Pendlebury, Year I.,\* Term I., to be worked with dominoes, beans, etc. Rapid mental work.

**French.**

- A *Le Livre Rouge* (Blackie, 3/-), pp. 21-34. Children to narrate. *French Fables in Action*, by V. Partington (Dent, 1/9), pp. 32-42.
- B *Illustrated French Primer*, by Henry Bué (Hachette & Co., 2/6), pp. 55-64; 126-130, inclusive. Words to be taught orally with pictures. Children to narrate *The Children's Entente Cordiale*, by L. M. Oyler (Jack, 1/6), Nos. 21-26.†

† Very inaccurate, yet very useful.

**Brushdrawing.**

- A & B Six twigs of trees; six animals that you have been able to watch; and pictures of people you have read about in your *Tales*, in brushwork. Memory drawings. Children should draw occasionally with brush or chalk from memory. *Pencils should not be much used*. For chalk drawing, milled blackboards (P.N.E.U. Office, 1/6 each) may be used. Paintbox with specially chosen colours and brush (P.N.E.U. Office, 3/-). See *Drawing* in the January and February P.R.'s, 1923. For outline drawing: *What to Draw and How to Draw It* (Skeffington & Son, 3/6).

**Recitations.**

- A & B To recite a poem (each child may choose a different one), to learn two hymns, Psalm 19, and two suitable passages of 6 verses each from (a) *Judges*, chapter 5, (b) *St. Mark*, chapter 11. I.A., *The Fairy Green*, by R. Fyleman (Methuen, 1/6), or *The Golden Staircase*, I.B., Parts I. or II., I.A., Parts III. or IV. (Nelson, 4d. each).

**Reading.**

- A Poetry and book used for History, Geography, and Tales
- B Reading taught as in *Home Education*, using *The Children's Letter Box*\* (2/6) together with *Dickory Dickory Dock: The Children's Reading Box*\* (3/6), both prepared by Miss E. Tetley (Jackson & Son), or, *The Happy Reader*, Part I. (Simpkin, Marshall & Co., 8d.),
- or, Children who can read may use *The Happy Reader*, Part II., by E. L. Young (Simpkin, Marshall & Co., 1/-), taught according to directions in preface, or *The Sunflower Girl* (Milford, 7d.).

**Music.**

- A & B *Child Pianist* (Curwen & Son, 3/-), continue *Teacher's Guide* (revised edition, 7/6).

**Musical Appreciation.**

- Programme of Debussy's music (to be heard), *Parents' Review*, January, 1923.

**Singing.**

- A & B Two French songs, *French Songs*, by Violet Partington (Dent, 9d.), or, *French Rounds and Nursery Rhymes* (Augener, 2/6). A hymn.



- A *Ten Minutes' Lessons in Sight-Singing* (Curwen & Son, 2/6), lessons 1-6. Two English songs: *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each, complete with music 6/-).
- B *The Joyous Book of Singing Games*, by John Hornby (Arnold, 3/6), or, *Songtime*, edited by Percy Dearmer (Curwen, 4/6).

#### Drill.

- A & B *The Joyous Book of Singing Games* (see above), or, *Rhythmic Games and Dances*, by Florence Hewitt (Longmans, 3/6). *Syllabus of Physical Training* (Eyre & Spottiswoode, 1/6), Tables 1-4. Teacher see pages 161-163. *Skipping. British Marches for Schools*, by Martin Shaw (Evans, 4/6). Students take House of Education Drills.

#### Work.

- A & B Help in house or garden. See also "Guiding" tests. *The Little Girl's Gardening Book* (Mills & Boon, 2/6). *Little Girl's Sewing Book*; *The Little Girl's Knitting Book* (R.T.S., 2/- each). Teachers will find suggestive *What shall we make?* by M. La Trobe Foster (C.M.S., 1/-). Help the "Combined Hospital Appeal" Fund (see *P.R.*, January, 1923).
- A *Paper Modelling*, by M. Swannell (Philip & Son, 3/6), Series I., 1-5.
- B *Paper Folding*, by H. G. Paterson (P.N.E.U. Office, 2/6), (materials 8d.), models 1-8, and two other original models on the same lines.

All children should spend two years in Form IA. In the second year they should read their own books and sometimes write narration. Classes in the second year of IA might be called "Upper IA."

N.B. 1.—In home schoolrooms where there are children in A as well as in B, both forms may work together, doing the work of A or B as they are able.

N.B. 2.—Each child in A should have a copy of all books, etc., marked \* and a set of the Pictures and materials. One copy of the other books is sufficient. The books from "Recitations" onwards are advisable but optional.

N.B. 3.—For methods of teaching the various subjects see *Home Education*, 5/6 (P.N.E.U. Office).

N.B. 4.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto (ruled single, double lines and squares), 6d. each, and Cambridge paper for the Examination 1/- for 4 quires (not less); special clipped book post envelopes, one for the two journeys, 4d. for 3. Also the School Badge (silver, 4/6, white metal, 9d.), School Hat Band (2/6), and Ribbon 2/3 a yard. Badges stencilled in washing colours on pale blue linen may also be obtained, 4d. unmounted, 6d. mounted. For P.U.S. blazers see *P.R.*, January, 1923.

N.B. 5.—Members are particularly asked to follow the notes under *Our Work in the Parents' Review*.

N.B. 6.—This Programme is for Members of the School only and must not be lent. Specimen copies of old Programmes can be obtained by members from the Secretary, House of Education, Ambleside.

N.B. 7.—All letters re School and Programmes, except book orders, should be sent to Ambleside. The enclosed Order Form for books should be used. Members are asked to send the School Fees direct to Ambleside. P.N.E.U. subscription, money for books, etc., should be sent to the London Office.

Examination 94.

M,

# Parents' National Educational Union.

## The Parents' Union School.

(Address : HOUSE OF EDUCATION, AMBLESIDE.)

Motto : "I am, I can, I ought, I will."

FORM I., (A & B).

PUPILS' NAMES .....

### Bible Lessons.

- A & B I. 1. Tell how the Israelites crossed the Jordan, *or*,  
about Caleb.  
2. Tell the story of the fall of Jericho.  
II. 1. Tell the parable of the Sower.  
2. Tell how Christ fed the hungry crowds. How does He  
feed us to-day?

### Writing.

- A Write a line of poetry from memory.  
B "His bushy tail was his upright sail." (Write or print.)

### Tales.

- A 1. Tell how Great-heart fought with Giant Maul, *or*, about  
Mr. Fearing.  
2. Tell about Theseus and Ariadne, *or*, about the slaying of  
the Minotaur.  
B 1. Tell a short fairy story, *or*, one of Æsop's Fables.

### English History.

- A 1. Tell about the crowning of King Harold.  
2. Tell the story of William the Red.  
3. Why is there a monument to Thomas à Becket in  
Canterbury Cathedral? Tell about him as a boy.  
B 1. Tell about the Battle of Hastings.  
2. Tell the story of the White Ship.



## Geography.

- A 1. Describe a visit to Wales, *or*, a journey round North Britain.  
 2. What is latitude? How is it measured? What does it help us to know?
- B 1. What is the shape of our earth? How can we know?  
 2. Tell about six ways in which people have made journeys, and say to what county each way belongs.

## Natural History.

- A & B 1. Describe three wild fruits you have found and two animals you have watched.
- A 2. Tell about the "strangers on the lake,"  
*or*, 2. What do you know about crickets and grasshoppers?  
 3. What did Tommy Smith learn about a squirrel?
- B 2. Tell the story of a turnip. How do plants store food?  
 3. What did the African elephant tell Tommy Smith?

## Sums. (All working must be shown.)

1. A pint of water weighs a pound and a quarter. How much would 7 pints of water weigh?  
 2. Find the number of feet in 114, 123, 135, 138 inches.  
 3. Jane saves 1s. 11½d. and Mary four times as much. How much more has Mary than Jane?
- or*, 1. A clock lost 2 seconds every hour. How much would it lose in a week?  
 2. If a boy eats 3 oz. of sugar in a day, how many pounds would he eat in a year?  
 3. If 3 pennies weigh 1 oz., what would be the weight of £5 in pennies?
- B 1. In how many ways can I weigh out 2 lbs. of sand?  
 2. If Mary buys 4 lbs. of butter at 1s. 6d. a pound and Jane 5 lbs. at 1s. 3d. a pound, which of them pays most? by how much?  
 3. How much would it cost to stamp 60 letters at 1½d. each?

## Picture Study.

A & B Describe Dürer's "St. Christopher."

## French.

- A 1.\* Name, in French, and in sentences, the things in your schoolroom.  
 2.\* Make sentences with the words for 1, 3, 5, 9.  
 3.\* Sing "Savez Vous Planter les Choux."
- B 1.\* Tell, in French, about the pictures on pages 50 and 51.  
 2.\* Recite, in French, "An Adventure," *or*, "Les Trois Poules."

## Brushdrawing.

1. Some hips or other berries.
2. A picture of a story you have read.
3. A rabbit.

## Recitations.\*

Father to choose a hymn, a poem, a Psalm, and two passages from the Bible Lessons.

## Reading.\*

Father to choose unseen passage.

## Music.

1. Tell about some composition by Brahms you have heard.
- \* Examine in work done and report progress.

## Singing.\*

Father to choose an English and a French song, and I A, two tonic sol-fa exercises.

## Drill.\*

Drill, before parents.

## Work.\*

Outside friend to examine, but list of handicrafts completed to appear on Report Form.

N.B. 1.—Examination to begin on Monday, December 11th. Papers to be posted on Saturday, December 16th. *with no other enclosures.*

- 2.—Subjects thus indicated (\*) to be marked on the *Parents' Report* according to Regulations.
- 3.—Members are asked to read the Regulations carefully, as much time is lost by the Examiners when (a) there is no numbered list of the subjects sent for examination, (b) the papers for each child are not fastened together, or (c) the name of the *member* does not appear.
- 4.—Answers may not be written on both sides of the paper. The papers should be tied together loosely with string.
- 5.—Please note carefully (a) the amount of written work expected in Form I., (b) the Regulations as to the number of papers to be sent in by Schools.



# Parents' Union School.

## Preliminary.

State respecting each pupil :—

1. Baptismal name, *surname*, date of birth, and *permanent* address.
2. Height, weight, chest-girth (measuring tape to pass round body over nipples).
3. Give pencil drawing of hand (carry pencil round hand laid on sheet of paper, palm down, fingers slightly extended). Indicate shape of finger nails.
4. Does—sleep well, eat well, play vigorously, love to be out of doors?
5. Is his chest well expanded, his head well carried? or does he poke or stoop, or sit with rounded shoulders? Is he light and active in his movements?
6. Is his sight perfect? If not, what is the defect? Are his teeth sound?
7. Describe, very shortly, his countenance, colouring, features, the shape of his head.
8. Test his power of attention, his memory, and his accuracy, by requiring him to say, after once hearing :—  
"Down from the stars sailed the wooden shoe,  
Bringing the fisherman home,"  
or some similar couplet which he does not know. Try him again in an hour. Result?
9. Test his powers of observation by requiring him, without preparation, to name things he has seen in his walk. Result?
10. What are his special interests, his favourite lessons, stories, games, amusements?
11. Has he any knowledge of birds, flowers, stones, constellations, etc. What natural features—mountains, rivers, etc., does he know?
12. Send specimens of his writing or printing. Specimens of his sums (in each rule he knows), or careful statements as to the numbers he can add, subtract, etc., with or without objects.
13. Examine him in each subject he has been learning during the last few months, and state approximately what he knows in each.\*
14. Send some evidence, in the shape of an answer to a question, of his knowledge in each subject. Send specimens of his drawing, dictation, copy-book writing, composition, etc. [Postage should be sent if these are to be returned.]
15. Can he read? If so, and if he is a beginner, send a passage he has read for the first time, marking the words he stumbles over.
16. To which branch of the P.N.E.U., if any, do you belong?

Kindly use discretion in answering the above questions; some of them apply only to little children now beginning to work. Answers to be sent to the **Secretary, House of Education, Ambleside**, marked on the outside cover "*Answers to Form F.*"

\*This question should be answered carefully, and in detail, especially in the case of older pupils, the less suitable questions need not be answered for these.

The above questions furnish the sort of information that a teacher would consider in placing a child.